

# Dance: Grade K

Adopted 2010

## Critical Thinking and Reflection

### Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Associate and identify words of action or feeling with watching or performing simple dances. [DA.K.C.1.1](#)
2. Perform creative movement in a specific order. [DA.K.C.1.2](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Associate selected movements with actions or emotions. [DA.K.C.1.IN.A](#)
- b. Imitate a sequence of movements. [DA.K.C.1.IN.B](#)

##### Supported

- a. Associate a selected movement with an action or emotion. [DA.K.C.1.SU.A](#)
- b. Imitate selected movements. [DA.K.C.1.SU.B](#)

##### Participatory

- a. Attend to selected movements. [DA.K.C.1.PA.A](#)

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### Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

1. Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes. [DA.K.C.2.1](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Explore tempo, level, and directional changes. [DA.K.C.2.IN.A](#)

##### Supported

- a. Imitate a variety of movements. [DA.K.C.2.SU.A](#)

##### Participatory

- a. Attend to a variety of movements. [DA.K.C.2.PA.A](#)

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**The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

1. Express preferences from among a teacher-selected set of dances. **DA.K.C.3.1**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify preferred dances. **DA.K.C.3.IN.A**

Supported

- a. Respond to simple dances. **DA.K.C.3.SU.A**

Participatory

- a. Attend to dance performances of others. **DA.K.C.3.PA.A**
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**Skills, Techniques, and Processes**

**The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

1. Discover movement through exploration, creativity, and imitation. **DA.K.S.1.1**

2. Discover new ways to move by using imitation and imagery. **DA.K.S.1.2**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Explore a variety of movements related to dance. **DA.K.S.1.IN.A**

Supported

- a. Explore gross- and fine-motor movements. **DA.K.S.1.SU.A**

Participatory

- a. Attend to basic gross-motor movements. **DA.K.S.1.PA.A**

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**Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**

1. Follow classroom directions. [DA.K.S.2.1](#)
2. Retain simple sequences and accurate dance terminology over time. [DA.K.S.2.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Follow a one-step direction. [DA.K.S.2.IN.A](#)
- b. Explore a variety of movements related to dance. [DA.K.S.2.IN.B](#)

Supported

- a. Respond to a one-step direction. [DA.K.S.2.SU.A](#)
- b. Explore gross- and fine-motor movements. [DA.K.S.2.SU.B](#)

Participatory

- a. Attend to directions. [DA.K.S.2.PA.A](#)
- b. Attend to basic gross-motor movements. [DA.K.S.2.PA.B](#)

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**Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.**

1. Refine gross- and fine-locomotor skills through repetition. [DA.K.S.3.1](#)
2. Imitate simple exercises for strengthening and stretching the body. [DA.K.S.3.2](#)
3. Develop kinesthetic awareness by maintaining personal space and moving in pathways through space. [DA.K.S.3.3](#)
4. Move to various musical and rhythmic accompaniments, responding to changes in tempo and dynamics. [DA.K.S.3.4](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Refine basic gross-motor movements through repetition. [DA.K.S.3.IN.A](#)
- b. Move to various musical and rhythmic accompaniments. [DA.K.S.3.IN.B](#)

Supported

- a. Explore basic gross-motor movements. [DA.K.S.3.SU.A](#)
- b. Refine basic gross-motor movements through repetition. [DA.K.S.3.SU.B](#)

Participatory

- a. Attend to basic gross-motor movements. [DA.K.S.3.PA.A](#)
  - c. Explore a variety of dance elements. [DA.5.S.3.PA.C](#)
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## Organizational Structure

### Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

1. Improvise a short phrase based on the elements of dance. [DA.K.O.1.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Imitate a short phrase based on the elements of dance. [DA.K.O.1.IN.A](#)

Supported

- a. Explore a variety of dance movements. [DA.K.O.1.SU.A](#)

Participatory

- a. Attend to dance movements. [DA.K.O.1.PA.A](#)
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### The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

1. Improvise a short dance phrase with a clear beginning and ending. [DA.K.O.2.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Imitate dance sequences having a beginning and ending. [DA.K.O.2.IN.A](#)

Supported

- a. Explore a variety of dance movements. [DA.K.O.2.SU.A](#)

- b. Participatory [DA.68.O.2.PA.B](#)

- a. Attend to dance movements. [DA.K.O.2.PA.A](#)
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### Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

1. Use movement to express a feeling, idea, or story. [DA.K.O.3.1](#)
2. Respond to a dance through movement and words. [DA.K.O.3.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Associate selected movements with emotions. [DA.K.O.3.IN.A](#)

Supported

- a. Associate a selected movement with an emotion. [DA.K.O.3.SU.A](#)

Participatory

- a. Attend to selected movements. [DA.K.O.3.PA.A](#)
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## Historical and Global Connections

**Through study in the arts, we learn about and honor others and the worlds in which they live(d).**

1. Dance to music from a wide range of cultures. [DA.K.H.1.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Explore specified movement in dance. [DA.K.H.1.IN.A](#)

Supported

- a. Respond to dance and music. [DA.K.H.1.SU.A](#)

Participatory

- a. Attend to dance and music. [DA.K.H.1.PA.A](#)
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## Innovation, Technology, and the Future

**Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

1. Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination. [DA.K.F.1.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Imitate movements using manipulatives. [DA.K.F.1.IN.A](#)

Supported

- a. Explore dance-related movements using manipulatives. [DA.K.F.1.SU.A](#)

Participatory

- a. Attend to movements related to dance. [DA.K.F.1.PA.A](#)
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**The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.**

1. Follow classroom instructions given by the teacher. [DA.K.F.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Follow teacher directions. [DA.K.F.3.IN.A](#)

Supported

- a. Respond to teacher directions. [DA.K.F.3.SU.A](#)

Participatory

- a. Attend to teacher directions. [DA.K.F.3.PA.A](#)